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ABSTRACT

Behavioral objectives for visual literacy experiences are briefly delineated. The objectives concern skills related to: informative visual communication, persuasive and/or visual communication, general visual communication, visual concepts, and reading visual materials, as well as aesthetic and/or recreational skills. For example, the behavioral objectives related to persuasive and/or visual communication are: identifying the author's intent and mood and attitude toward the subject of the visual; discriminating between relevant and irrelevant visual ideas; discriminating between factual and opinionated or fictitious visuals; drawing inferences, using cause-effect visual relationships; comparing two or more sources of visual information for relative reliability on facts, bias, and currency, and demonstrating skill in creating one's own editorially biased and/or persuasive visual expressions. (JK)

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BEHAVIORAL OBJECTIVES FOR CLASSROOM EXPERIENCES IN VISUAL LITERACY

by S. D. Barley

Visual literacy experiences in the classroom should be based upon clearly delineated behavioral objectives. To provide a framework for the creation of visual literacy experiences the following behavioral objectives may be regarded as fundamental.

SPECIFIC SKILLS

VIEWING ATTITUDES:

The Learner will:

Use visual concepts, percepts, and skills appropriate to his daily performance of developmental tasks.

SKILLS RELATED TO INFORMATIVE VISUAL COMMUNICATION:

The learner will:

Identify main ideas, recognize the continuity in sequences of ideas, and explicate the syntactic functions of details, jotting them on planning cards when appropriate.

Identify systematically and employ appropriate sources of visual information.

Differentiate among persuasive, editorially biased, recreational, and aesthetic visual expressions in either expository or narrative or descriptive forms.

SKILLS RELATED TO PERSUASIVE AND/OR VISUAL COMMUNICATION

The learner will:

Identify the author's intent and mood and attitude toward the subject of the visual.

Discriminate between relevant and irrelevant visual ideas.

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Discriminate between factual and opinionated or fictitious visuals.

Draw inferences, using cause-effect visual relationships.

Compare two or more sources of visual information for relative reliability on facts, bias, currency.

Demonstrate skill in creating his own editorially biased and/or persuasive visual expressions.

AESTHETIC AND/OR RECREATIONAL SKILLS:

The learner will:

Identify a number of visual media which interest him.

Specify channels through which he can acquire more information relevant to the media which interest him.

Identify times in his schedule when he can get recreational materials pertinent to visuals and use them.

Demonstrate skill in creating his own editorially biased and/or persuasive visual expressions.

GENERAL SKILLS

SKILLS RELATING TO GENERAL VISUAL COMMUNICATION:

The Learner will:

Recall and interpret visual sequences immediately after he has read them.

Identify relationships between visual ideas he has seen represented.

Discriminate realistic from surrealistic or impressionistic visual representations.

Read specific examples of body, object and symbol language and interpret their meanings.

Summarize the visuals he has reacted to.

Produce visual sequences of 4, 8, 12, and 20 pictures when presented

with a problem to solve through visual media.

C O N C P T S

SKILLS RELATED TO VISUAL CONCEPTS:

The learner will describe:

The importance of visual communication to himself.

The importance of visual communication to society.

The importance of visual communication to society's institutions.

The impact of scientific advancement on the visual media we use to communicate.

The ways in which the motives of men affect their uses of visual communication both in sending and receiving.

The techniques of deception in visual communication

The difference between the free and controlled association of ideas and how a good visual communication requires both.

A P P L I C A T I O N

SKILLS FOR READING VISUAL MATERIALS:

The learner will translate, interpret, and extrapolate from formal and informal visual statements in the form of

INFORMATIVE COMMUNICATION THROUGH VISUAL MEDIA

with a degree of accuracy and speed determined by certain teacher-made criteria and seek out such communications when life-problems require.

PERSUASIVE COMMUNICATIONS:

with a degree of accuracy and speed determined by certain teacher-made criteria.

EDITORIALLY BIASED COMMUNICATIONS:

with a degree of accuracy and speed determined by certain teacher-made criteria.

RECREATIONAL AND AESTHETIC COMMUNICATIONS:

with a degree of accuracy and speed determined by certain teacher-made criteria and seek out such communications when life-problems require.

The student will demonstrate proficiencies in relation to all of the above modes of reading visual materials in expository, narrative, or descriptive styles. (Self-actualization.)

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